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ANNUAL REPORT

of the

STATE SUPERINTENDENT

OF PUBLIC EDUCATION

1981-82

and

RECOMMENDATIONS

to the

LEGISLATURE OF MISSISSIPPI

1983

Volume I

Issued by

C. E. Holladay, Ed.D.
STATE SUPERINTENDENT OF EDUCATION

STATE OF MISSISSIPPI

Department of Education

Jackson, Mississippi

January 1, 1983

To the Legislature of the State of Mississippi

Gentlemen:

In accordance with the requirements of Section 37-3-11, Mississippi Code of 1972, Annotated, I herewith submit to your honorable body the annual report of the Superintendent of Public Education for the fiscal year 1981-82.

Respectfully submitted,

C. E. Holladay, Ed.D.
State Superintendent of Education

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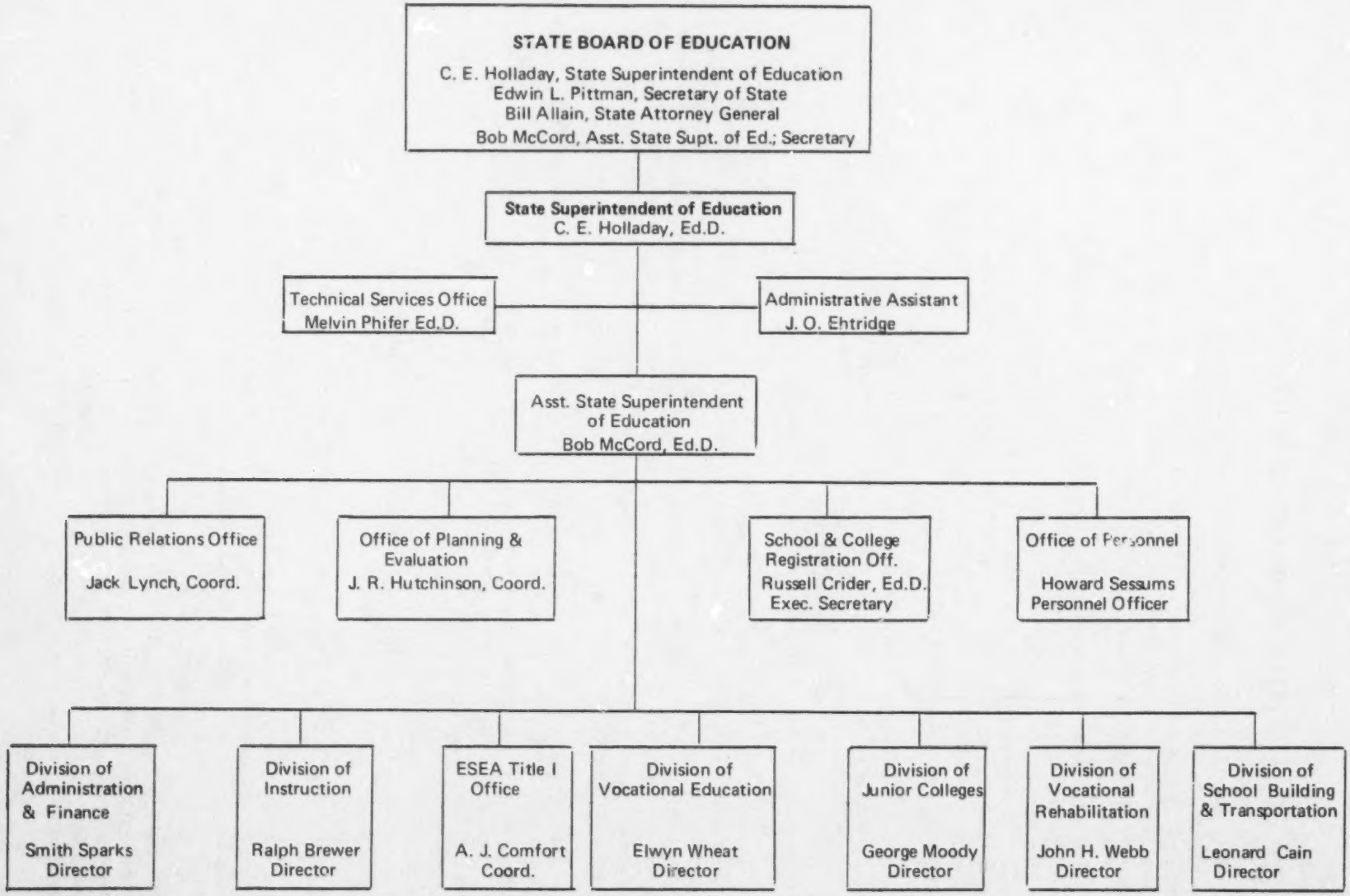
1869-1873	Henry R. Pease
1873-1876	Thomas W. Cardoza
1876-1877	Thomas S. Gathright
1877-1878	Joseph Bardwell
1878-1885	James Arble Smith
1885-1895	James R. Preston
1895-1898	Andrew A. Kincannon
1898-1907	H. L. Whitfield
1907-1914	Joseph N. Powers
1914-1916	W. H. Smith
1916-1935	W. F. Bond
1936	J. T. Calhoun
1936-1945	J. S. Vandiver
1945-1968	J. M. Tubb
1968-1975	G. H. Johnston
1976-	C. E. Holladay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Director
Division of School Building & Transportation
Leonard Cain
Director

REPORT AND RECOMMENDATIONS OF THE STATE SUPERINTENDENT OF EDUCATION

This Annual Report will provide you with information about the work of the department and our efforts to account for responsibilities in education for the State of Mississippi. The State Department of Education is working to provide more competent and capable assistance for school systems and programs. There are many training programs for employees in the department to sharpen their skills in working with others.

The educational opportunities that have been provided boys and girls of this state are improving to meet their needs today. Administrators and teachers are seriously working on their concerns for the accountability of education. Schools are better today because of these efforts on the part of those involved to perform more effectively. Our achievement scores have shown significant improvement over last year. Education has many problems that must be solved with the help of the communities and the Legislature. The approval of a lay state board of education will help education.

The Annual Report to the Legislature has suggested priorities for the Legislature's review each year. These general priorities are: (1) adequate financing of education, (2) one set of school laws, (3) early childhood education, and (4) extended school day and year. These priorities are not being fully addressed by the Legislature. The need for one set of school laws is the most important problem facing schools today.

In reviewing what we can do to improve education that will not necessarily need legislation and/or finance, I am again recommending to school systems the following programs: (1) establish a well-defined citizenship education program for all students, (2) reestablish a concern for every student to understand the importance of good work ethics, and (3) establish a well-defined discipline policy in which students, teachers, administrators, parents and community leaders understand what is necessary for a good organization to function effectively.

School systems need to establish policies for assigning homework to be sure that enough work is required from students in school and out of schools to give them the skills necessary for success in the future. School buildings and grounds must be neat, attractive and representative of the quality of education that is going on inside the building. Schools are working to place emphasis on the improvement of instruction, administration, acquiring basic skills for students and to strengthen vocational programs so that the results will provide students with skills which are useful for their future. School systems in our state are all developing a management system for their instructional program.

Adequate Financing of Education

Any discussion of needed improvements in education has to have finance at the top of the list. The public has been very critical of the achievement of educational institutions but we have bought all the education that our funds will purchase at this time. Many rural districts do not have the resources necessary for adequate programs.

The Minimum Education Program does not provide the necessary funds for schools to meet minimum standards of quality education. The Supportive Services section of the state program does not include enough funds for schools to hire librarians, guidance counselors, physical education, music or art teachers, yet all these people are required for schools to meet accreditation standards and provide good educational opportunity.

The Study Committees, including the one this summer, have spent many hours reviewing and discussing the need for adequate financing and methods of providing additional resources for education. There is agreement that financing education has to be a cooperative effort between local school systems and the state with each providing a fair share of the cost. The importance of better education has never been greater than today. We are finding that the South will have greater economic opportunities to develop and grow if our citizens have those skills necessary for success.

The 1981 Legislative Education Study Committee developed a formula for the distribution of funds that will take into consideration all the various factors that are necessary for equal educational opportunity in all school systems across the state. This formula is available for your review during this session of the Legislature. The committee also reviewed sources of income that may be available for use in helping to meet education's needs today. Missislsippi has been very fortunate in that we have been able to get our educational program at a very minimum cost. With the increase in inflation and the needs that we are facing today, it becomes very important that additional sources of revenue be found to support educational programs or fewer programs will be available for children in the future.

One Set of School Laws

The need for one set of school laws is very evident to everyone who deals with school systems in our state. We have five types of school districts with different laws that provide guidance for their operation. It is necessary for these school systems to begin having a common operating procedure established by law. These recommendations are:

1. Provide fiscal independence for all school districts.
2. Appoint local school superintendents statewide.
3. Strengthen compulsory attendance law.

Early Childhood Education

Early Childhood Education is one of the best educational investments we can make for the improvement of education in Mississippi.

Benjamin Bloom, noted educational phychologist, has found one-half of a person's intellectuality has developed by four years of age.

This program will provide our children with the opportunity to develop early patterns of learning that will allow them to grow and achieve at their best. Those who have made a study of kindergarten programs are now finding that youngsters who have had an early childhood education continue to improve more effectively than those without this early training.

Extended School Day and Year

The need for extending the school day and year is evident by the fact that our students must be competitive with others throughout these United States. Research has shown that the students who spend the most time in school also achieve the most. We must become serious about educating our future leaders and workers.

The extended school day will allow teachers and students to spend more time working and studying together. There needs to be a minimum of six hours involved in the educational process of each student. There should not be any exceptions in the

amount of time that schools require and make available for students to learn what teachers are teaching from the systems prescribed educational program or curriculum.

The extended school year should be increased another twenty days each year so that students attend school for 195 days. This would increase the achievement of our students very significantly. I also recommend that these days of attendance be the minimum required for a school year. When schools have emergencies that require their being out of school the administration will provide additional days at the end of the year. This will give our students that additional work so very necessary for successful academic and technical achievement.

Summary

The future of Mississippi will largely depend upon the ability of school systems to provide the kind of training that will be necessary for citizens of tomorrow to take advantage of the opportunities that will be available in the South. Our recommendations will give the students in the schools of Mississippi those needed skills.

On the following pages are reports from the various divisions within the State Department of Education. These reports state the purposes and accomplishments of each division.

TITLE I ADMINISTRATIVE UNIT

A. J. Comfort, Jr.
Coordinator

Title I of the Elementary and Secondary Education Act of 1965, as amended, provides resources for local school districts and state agencies to address the special instructional needs of children who require additional assistance in order to keep pace with their peer group. Title I is federally funded, state administered and locally implemented.

The Title I Administrative Unit, under the direct supervision of the assistant state superintendent of education, is charged with the responsibility for the provision of technical assistance, program approval and monitoring for adherence to applicable law and regulations. Additionally, the unit effects the distribution of and accounting for funds to eligible agencies in keeping with the requirements of law.

Field Services Section

This section constitutes the core element of the Title I Unit. Staff members in this section assume a helping role in assisting local school districts with needs assessment, preplanning, development of project proposals and the approval of programs under Title I.

During fiscal year 1982, a presubmission conference was held with each local school district prior to the formal submission of the project to the state office. Applications were reviewed against prevailing regulations, adjusted if appropriate, and approved prior to the opening of the fall session. State field staff conducted on-site reviews of programs and provided technical assistance in implementing Title I projects. One goal for the year was to assist local school districts in making the transition from Title I, ESEA to Chapter 1, ECIA.

Special Projects Section

The Special Projects Section provides direction and supervision for programs for migrant children and for juveniles in programs operated by the Mississippi Department of Youth Services and the Mississippi Department of Corrections.

The major emphases in the migrant program conducted by more than 40 local school districts include reading, math, early childhood and oral language. Children are eligible for participation in the migrant program by virtue of the involvement of their families in agricultural and fishery related occupations.

The compensatory program at Oakley and Columbia Training Schools and the State Penitentiary is limited to those residents under 21 years of age who have not completed high school. The areas of remedial math and reading are prominent in all three institutions. These activities are supported with media and counseling services.

Recent program accomplishments include the following:

— Approval and implementation of a Section 143 grant to Mississippi permitting the provision of inservice training to key leaders in 20 states on the teaching of basic skills in reading, math, early childhood and oral language to migrant students.

— Implementation of a statewide recruitment and identification program for migrant children in districts where eligible children potentially reside.

— Staff Development and Training for over 120 instructional staff members in local school districts to improve the quality of instruction in reading.

Support Service Section

The basic responsibility of this section is to provide technical assistance in the areas of reading, parent involvement, evaluation and health service. In order to involve the maximum number of local school districts the workshop approach is used along with individual visits to districts.

During fiscal year 1981, 41 workshops were conducted in the area of parental involvement. All local districts in the state were invited and encouraged to participate in the workshop sessions.

A reading workshop was conducted for all Title I reading supervisors to provide the latest information in the area of reading. Consultants having expertise in the area of reading shared with the supervisors ideas and strategies for teaching reading.

Evaluation workshops were provided for all local school districts. The major topics covered were "Quality Control" and "Sustained Effect". Additionally, there were 42 small workshops conducted to meet the needs of local school districts.

Technical assistance in health service was provided through individual visits to the local school districts. There is an annual statewide workshop for all nurses in the Title I programs.

OFFICE OF PLANNING AND EVALUATION

Jerry R. Hutchinson
Coordinator

The purpose of the Office of Planning and Evaluation is to assist in the improvement of the quality of public education in Mississippi. To accomplish that purpose the office is staffed with a coordinator, an evaluation specialist, an educational planner and two secretaries. The schematic model for comprehensive planning devised and implemented by the staff for the Office of Planning and Evaluation which aids in the accomplishment of the stated purpose includes the following steps: (1) identify needs by establishing documented evidence; (2) establish goals in an order of priority; (3) develop specifically stated objectives for accomplishing each goal after considering diversified resources; (4) implement the strategies for achieving each objective; and (5) evaluate the given project by considering the achievement of each objective. A major consideration of the planning model concerns the development of effective objectives. Objectives, in this reference, are defined as precise descriptions of educational goals which contain at least one component of each of six variables determined by answering each of the following questions: (1) of whom is the behavior or performance expected; (2) what behavior or performance is desired or expected to occur; (3) to what activity will the behavior or performance be directed; (4) how will the change in behavior be specifically measured; (5) what period of time is needed to effect the expected change in behavior; and (6) to what proficiency level is the change in behavior expected. Obviously, objectives written in such thorough detail provide the vital link in a comprehensive planning model.

Reports of four selected major activities in which the staff for the Office of Planning and Evaluation were engaged during the fiscal year 1982 are presented in the subsections indicated below:

Public School Finance

Personnel from the Office of Planning and Evaluation were asked to serve as staff persons for the Special Committee on Public School Finance and Administration. The Committee was organized in June 1980 and began deliberations the following month. One recommendation that resulted from the Committee's work was that the adaptation of a formula for disbursing funds to local school districts based upon weighted pupil units be considered. A tri-level funding program was developed for the public school districts of Mississippi. The first level would be applied in every school district; the second level would be applied subject to approval of the respective local school districts' boards of education; and, the third level would be applied subject to special referendums of the voting public within the respective school districts.

A computer program to accomodate variables specified in the recommendations of the study was developed. As the variables are manipulated the effect on local school districts can be readily analyzed. Program simulations continue to be produced which show the effect on school districts when a set of variables is identified.

Feasibility and Specification Studies

Upon requests from appropriate individuals the staff from the Office of Planning and Evaluation conduct feasibility studies (land utilization, facility, consolidation, etc.) for local school districts. Such studies involve a review of available background information, a thorough on-site evaluation of existing conditions, an analysis of enrollment data

to project increases or decreases of student population, a survey of existing buildings to determine structural soundness and adaptability to programs offered, an examination of master schedules as they relate to space utilization, and other factors including transportation, possible bond issues, and court requirements. The information is analyzed and compiled into a written document which includes an alternative plan of action, conclusions, and recommendations. The formal document is presented to the local school board for them to utilize in their educational planning process. During the 1982 fiscal year nine such feasibility studies were completed.

The development of educational specifications for facilities follows the completion of feasibility studies. Specification documents require working closely with the administrative staff, teachers, and community leaders in planning spaces for educational programs, specifying furniture and equipment for each space, and describing the space relationships that should exist among the educational programs in a school facility. Upon completion of the specification document and approval by the local school board of education, the staff of the Office of Planning and Evaluation work with the architect in translating the document into blueline drawings compatible with the specifications. The specifications are then utilized in called public meetings to promote the passage of a bond issue for construction of facilities. During the 1982 fiscal year educational specifications were completed for two school district's building programs.

Dissemination

The Mississippi Dissemination Program (MDP), established by a grant from the National Institute of Education, links Mississippi educators to information, materials, research and products/practices for the improvement of educational practice. The MDP can now provide on-line educational data searches through a computer terminal that is located in the professional library. The MDP has prepared the following publications:

Directory of SDE Publications – This directory contains a listing of the publications that are produced by the various units of the State Department of Education.

Dissemination in Decision Making -- The importance of accurate, relevant information in decision making is discussed in the publication. Levels of dissemination are compared with the steps in the decision-making process.

Mississippi Dissemination Program -- This brochure contains a brief overview of the dissemination services and activities of the dissemination effort.

Coordination of Research Studies

The Office of Planning and Evaluation was assigned the responsibility of coordinating the functions of the Committee on Evaluation and Information Systems. The Council of Chief State School Officers' Committee on Evaluation and Information Systems (CEIS) has been functioning since its formation on September 14-15, 1972. As stated in its By-Laws, "The purpose of the Committee on Evaluation and Information Systems (CEIS) shall be to provide the Council of Chief State School Officers (CCSSO) with a single coordinated effort in meeting present and emerging concerns and in formulating recommendations in the area of federal/state/local educational information systems, including but not limited to research, evaluation, and management information." Numerous surveys were coordinated in conjunction with CEIS through the Office of Planning and Evaluation.

STAFF DEVELOPMENT AND TRAINING

Jane M. Goodson
Coordinator

The Staff Development and Training Office is a part of the Personnel Office. Through this office training and developmental opportunities are coordinated and conducted.

This past year two graduate courses have been offered to assist employees in meeting needs. These courses were:

School Law
Public Relations for School Personnel

The General Studies Degree Program for Governmental Employees began its eleventh semester in September 1982. This external degree program from Mississippi College combines job-related courses with the required core courses for the associate and/or bachelor's degree (s).

The following majors are available through the General Studies Degree Program:

1. Associate level:
   a. Executive/Administrative Secretary
      (with option leading to Business Administration)
   b. Business Administration
   c. Computer Science
2. Bachelor's level:
   a. Business Administration
      (with option of 12 hours of Management)
   b. Public Administration
   c. Computer Science

The State Department of Education Curriculum Committee has worked with Mississippi College in developing these majors to meet the training needs of governmental employees in present and future job assignments. Approximately twenty courses have been offered this past year. The average enrollment is approximately sixty participants each semester with most employees taking two courses per semester.

Leadership Project

The WLP Leadership Project cosponsored by the Southwest Educational Development Laboratory and the Ford Foundation is also coordinated through this office. The major activity for the Leadership Project this year was a conference, "A Partnership for Mississippi's Future: Business/Industry/Education", cosponsored by the State Department of Education and the American Enterprise Center of the Mississippi Economic Council.

Over one hundred of Mississippi's top business and educational leaders met "to identify strengths and weaknesses and to formulate ways in which business/industry/education can improve educational programs". A Conference Report and Recommendations was compiled and distributed to participants.

A follow-up meeting was held to determine ways to accomplish the number one priority need identified by the participants: To develop a model for establishing and maintaining communications between business/industry/education/government. The alternatives for this need are being studied.

Other activities coordinated through this office include workshops on Stress Management and on the use of the new Employee Performance Appraisal System.

DIVISION OF ADMINISTRATION AND FINANCE

Smith Sparks
Director

By Statute the Division of Administration and Finance is responsible for the following: 1) apportionment of state funds as directed by the State Board of Education; 2) budgetary control; 3) educational and financial records, reports and research; 4) fiscal and business management; and 5) departmental bookkeeping. In addition to the statutory duties, this division has the following responsibilities: 1) administering school and nonschool food service programs, 2) fiscal accounting for federal programs, 3) data processing, and 4) in-house print shop and mail service.

The division is divided into four functional service areas — Finance and Statistics with the major responsibility of administration of the Minimum Foundation Program; School Food Service with the responsibility of supervision and administration of school lunch programs, school breakfast programs, child care feeding programs, summer feeding programs and nutritional education; Accounting providing departmental bookkeeping except for vocational education and vocational rehabilitation; Data Processing which provides in-house programming, data entry and data retrieval services and Printing which provides printing services for the department.

The division is responsible for publishing the following annual reports:

1. Superintendent's Annual Report to the Legislature
   Volume I — Narrative
   Volume II — Statistical Reports
2. Public School Enrollment
3. Dropout by Reason

In addition to supplying members of the state legislature and governor's office with educational data, the division is also responsible for furnishing information to the U. S. Office of Education, U. S. Census Bureau, and the National Education Association research office.

DIVISION OF INSTRUCTION

Ralph Brewer
Director

The Division of Instruction is divided into three functional units. Each unit is led by an assistant director who is responsible for administering laws and policies which apply to that section. Service and leadership continue to be the focus of all activities.

The Special Education Section of the Division of Instruction is charged with the responsibility for planning, implementing and reviewing/revising the structure under which all programs for exceptional children in the state operate. Specifically this includes:

1. implementing regulations which are in compliance with state and federal laws.
2. monitoring at least one-third of the public school and state agency programs for handicapped children, as well as participating private school programs.
3. providing technical assistance.
4. providing help in the completion of the necessary educational evaluation of children.
5. developing/updating, implementing, reviewing/revising state plans/projects as required by federal law.
6. working directly with university personnel.
7. assessing changing needs and recommending any needed changes in state law.
8. approving each public school class for exceptional children.
9. collecting and managing data which is required for reporting to federal and state agencies.
10. receiving and responding to complaints and requests for help.

The section has been organized into three groups in order to see that these responsibilities are met: one group has been given major responsibilities for programming and monitoring; a second group is charged with state agency programs, private school programs inservice/preservice, and data management; and a third group (Mississippi Learning Resource System) is charged with providing actual services and leadership in the area of evaluation of exceptional children.

The Federal and State Section of the Division of Instruction is charged with several areas of responsibility. First of these are the regulatory programs of school accreditation and teacher certification. State law and rules and regulations of the State Board of Education determine how these programs are carried out. Emphasis was given this past year to developing an instructional management program in each accreditated school of the state. The quality of teaching can be imporved by developing a viable instructional management system. Schools are presently determining the skills and objectives that should be taught to students. Teachers are determining the level of mastery required by students before proficiency is achieved and teachers are developing tests to measure stated objectives. Decisions on teaching and the teaching process will be made based on results. All of the programs in this section are actively participating in some phase of instructional management. Emphasis on improved teaching performance through instructional management will be the thrust for several years to come.

The second area is made up of several federal programs. ECIA Chapter 2, Civil Defense Education, Media Services and Adult Education are included in this area. Each of the officers are charged with administering an approved state plan in compliance with state and federal laws and rules and regulations developed by the U. S. Office of Education or by the State Board of Education. Most of these programs have flowthrough money from the federal government to local school districts.

The third area is accountability and assessment. Assessment consists of testing all students in three grades in the basic skill areas. The results of these achievement tests are reported to school districts, boards of education, members of the legislature and the general public.

The Instructional Services Section of the Division of Instruction provided consultative services and supervision to accreditated schools for the improvement of instruction. The main thrust of this effort was providing technical assistance to schools in the development of their Accountability and Instructional Management Program (AIM). The twelve staff members and assistant director met with the administrative staff of each school district and administrative personnel from many accreditated private schools from one to three times to review and provide assistance in the development of their instructional management system. Numerous regional and state meetings were provided to increase the expertise of Mississippi educators relative to instructional program development.

Additionally, the staff of Instructional Services provided technical assistance in curriculum development in the specific program areas of career education, alcohol education, bilingual education, social studies, science, mathematics, language arts, foreign language, physical education, music education, arts education, health education, business education, reading and early childhood education.

DIVISION OF JUNIOR COLLEGES

George Moody
Director

The Division of Junior Colleges, State Department of Education, created by Section 37-3-1, Mississippi Code of 1972, Annotated, is charged with the general functions of implementing the state's legislative programs and its executive policies for the benefit of public junior colleges.

The division serves as the executive arm of the Junior College Commission which meets quarterly and is primarily concerned with coordination of instructional activities and maintaining standards of quality in the public junior colleges. The division staff consists of three administrative and two secretarial positions, with tasks differentiated as described below.

The director of the division assumes principal responsibility for matters involving legal, financial, general administration and legislative affairs of the junior colleges. He works most directly with junior college boards of trustees, presidents and business managers.

The supervisor of Educational Programs and Student Affairs is assigned primary responsibility for matters related to instructional programs,student services, public information and student activities. He works most directly with deans of instruction, deans of students and sponsors of student activities and publications.

The Information Systems officer, first funded in fiscal year 1981, has responsibility for the development and implementation of a comprehensive information system for junior colleges as directed by Section 5, Senate Bill 3024, Laws of 1979.

Members of the staff of the Division of Junior Colleges visited each junior college campus at least two times during 1981-82 and successfully conducted enrollment audits for the summer, fall and spring semesters. State support disbursements were allocated to the districts on the basis of these audits in accordance with the provisions of the annual appropriation measure, as reduced by the Commission of Budget and Accounting.

Initial planning for a junior college management information system began in 1981-82. An inventory of computer hardware and program applications at the junior colleges was conducted and a list of data elements was compiled. The planning phase of this activity will proceed through fiscal year 1983.

SCHOOL BUILDING AND TRANSPORTATION

Leonard Cain
Director

The Division of School Building and Transportation is composed of three sections: Pupil Transportation, School Building Service and Driver and Safety Education.

The Pupil Transportation Section is responsible for coordinating the various functions of the pupil transportation program as required by law and State Board of Education regulations. Services to counties and school districts include assistance in the following areas: the purchase of equipment, route planning (regular and special education), bus driver training, instruction for safe riding practices and emergency procedures, bus inspection, maintenance and other related activities.

Safety and economy have been emphasized as the greatest needs in pupil transportation. Conferences and workshops were held for administrators, maintenance personnel, and school bus driver instructors.

The need for special transportation has continued to increase significantly. Personnel in the division have provided consultative service for district administrators who find it necessary to arrange this service.

Sharp inflationary trends in the economy have made it very difficult to provide adequate transportation services. Therefore, school district officials have been urged to carefully reevaluate bus routes and to revise as necessary to utilize buses to maximum practical extent. The high cost of gasoline has caused a concerted effort to determine the best alternative fuels for use in school buses. The division has been very much involved in this endeavor.

During the past fiscal year July 1, 1981 — June 30, 1982, the State Department of Education, Division of School Building and Transportation, has assisted school officials and architects with the various functions in the school building program which includes long range planning, current construction cost data and new trends.

The Division helps coordinate the various functions with the Educational Finance Commission, Mississippi Accrediting Commission, State Board of Health, SDE Supervisors of Instruction, Vocational Education, Child Nutrition Programs, State Energy Office, and federal agencies in meeting all rules and regulations regarding school facilities.

The School Building Supervisor has provided consultative services for district administrators and architects who find it necessary in gaining information which will assist them in providing the best possible educational environment to meet the needs of their students.

The Division participated in the administration of Federal Disaster and Impact Aid, Public Law 81-874.

The Driver Education Section functions to provide overall supervision of the statewide driver education program, including administrative and consultative services.

During fiscal year July 1, 1981 — June 30, 1982, applications for program approval and state aid were received and approved. Requisitions for reimbursement based on course completion were received and processed for payment from the Driver Penalty

Assessment Fund. The State-owned mobile simulator units were scheduled for use in the various schools desiring to use them. A concerted effort was made to assure maximum and proper utilization of the units by on-site staff visits and the training of teachers in use of the equipment when appropriate. Three new simulator systems were purchased during FY 82 and placed into service.

An effort was made to upgrade the program's quality by visiting and consulting with local school officials and by participating in state and Southern Association evaluations. Other activities included working closely with college and university personnel in strengthening and upgrading teacher preparation programs, the distribution of restraint system emphasis materials, encouraging schools to orgainze safety councils and emphasizing safety education in general.

DIVISION OF VOCATIONAL–TECHNICAL EDUCATION

Elwyn Wheat
Director

Vocational education is being provided through all public secondary schools and junior colleges in Mississippi. Also, through these public schools a start-up training program is being offered to help new industries get started and to assist existing industries in expanding their labor force and operation. This particular phase of vocational education is doing much to encourage industries to come to Mississippi.

Presently, there are 72 secondary and 28 postsecondary area centers that offer comprehensive vocational education programs in five or more occupational areas. The Division is following the concept that new secondary area centers will be planned to serve the entire county; therefore, serving, administered, and operated jointly by both municipal and county school districts. One of the 28 postsecondary centers is operated at the State Penitentiary at Parchman, Mississippi.

This year's vocational education training conference was again held on the campus of Mississippi State University. The highlight of the conference with 1,785 registrants was the opening general session keynoted by Dr. Harry Wong. The central theme for the three-day conference this year was "Vocational Education Keeps Mississippi Working".

The demand for educational support for business and industry continues to grow. In support of this demand, Vocational–Technical Education, in cooperation with the state's economic development program, has expanded their industry-related programs to meet those needs. These industrial programs, made possible by the State Manpower Development and Training Law, are administered as high-intensity, customized, job-specific training programs in partnership with specific businesses or industries. In fiscal year 1982, 5,121 adults were served at a total cost of $1,156,939.41.

Adult vocational education programs are in great demand due to job technological changes and high unemployment. Adult vocational education programs trained 28,547 people in fiscal year 1982 at a cost of $1,354,005.80.

The vocational education system continued to train people eligible under the federal requirements of CETA. by contracting with the three prime sponsors in the state. The primary contract is with the Governor's Office of Job Development and Training (the CETA arm of the federal-state programs). In fiscal year 1982, approximately 3,500 people were served at a cost of $4,081,521.

Vocational education student organizations are an integral part of the instructional program. These organizations include: Future Farmers of America (FFA); Future Homemakers of America (FHA); Home Economics Related Occupations (HERO); Distributive Education Clubs of America (DECA); Vocational Industrial Clubs of America (VICA); Future Business Leaders of America (FBLA); Phi Beta Lambda (PBL); and American Industrial Arts Student Association (AIASA). There were five national officers, one of which was National President of VICA. Winners in national competition include 35 from secondary and 25 from postsecondary. Sixteen students received the American Farmer Degree.

Other significant accomplishments include the beginning of a new equipment management system for all of vocational education; the continued efforts to successfully provide equal access opportunities through increased publications and visuals and successful evaluations for all people in vocational education; increased production of specialized technical industrial services manuals; and intensive personnel development training inservice for state staff, local administrators and teachers.

DIVISION OF VOCATIONAL REHABILITATION

John H. Webb
Director

The Vocational Rehabilitation Division administers a state-federal service for persons of employment age with physical and/or mental disabilities who can be rehabilitated and placed in gainful employment. All types of disabling conditions are included, except the severe visually impaired, who are served by Vocational Rehabilitation for the Blind.

This division utilizes a full-time staff of 74 counselors, 23 facility managers and 25 evaluators located throughout the state. This professional team, along with the administrative and support staff, endeavors to assess and address the rehabilitation needs of disabled applicants. Services provided include: medical examinations, physical and mental restoration, counseling, limb and brace devices, training, job placement, tools and equipment required for employment and follow-up services. Sheltered workshops provide evaluation, personal adjustment training, work experience and placement.

The Division's Disability Determination Services is responsible for processing and rendering decisions on all Mississippi applications for Social Security Disability Benefits and Supplemental Security Income.

In addition to the traditional services listed above, Vocational Rehabilitation has been involved in several special areas related to the disabilities of mental retardation and alcoholism.

Alcoholism

In 1977 the Mississippi Legislature passed an additional three percent tax on the sale of alcohol. This revenue was earmarked for the treatment and rehabilitation of individuals suffering from alcoholism. Vocational Rehabilitation has been the recipient of some of these funds through the Division of Alcohol and Drug Abuse. This has made it possible to assist in the rehabilitation of an increasing number of alcoholics and facilitate the freeing up of agency funds to increase the level of services to other categories of disabilities. Individuals referred to Vocational Rehabilitation on the basis of alcoholism must be actively involved in, or have successfully completed, a treatment program sponsored by the Division of Alcohol and Drug Abuse. Vocational Rehabilitation's primary responsibility is in working with the individual's vocational problem. The rehabilitation process also involves the services offered by a system of halfway and three-quarterway houses located strategically over the state as treatment centers. This program has been well received and has resulted in a number of successful rehabilitation cases.

Mental Retardation

For some time Vocational Rehabilitation has endeavored to aid special education students in preparing for and finding suitable employment. An extra dimension has been added to this effort within the last year in that Vocational Rehabilitation has developed a work adjustment program involving a cooperative agreement between this division, Special Education and the local school systems. This arrangement is currently operating in two school districts within the state with others projected for the future. The purpose of the work adjustment program is to expand existing Vocational Rehabilitation services to handicapped students within the school setting. These services include vocational evaluation, work adjustment training and work experience for the handicapped students/clients who require a special education program.